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The IRCD Bulletin contains a statement about the origins and development of this ERIC clearinghouse in the system and its focus, services and staff. Also included is a response to Daniel P. Moynihan's criticism of a previous Bulletin issue which was devoted entirely to the "Moynihan Report". A bibliography (mostly annotated) of recent books on the education of the disadvantaged completes the issue. (NH)

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IRCD BULLETIN

A BI-MONTHLY PUBLICATION

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PROJECT BEACON
FERKAUF GRADUATE SCHOOL
OF HUMANITIES AND
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55 Fifth Avenue
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FROM THE ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Volume III No. 2 March. 1967

IN THEORY AND PRACTICE

Early in 1964, it became apparent that the struggle to attain quality education for all children was generating a vast amount of discussion, a variety of program ideas, several subjective appraisals, and an unfortunate paucity of objective evaluations. The growing concern for the problem, especially for the education of disadvantaged children, was demonstrated by the co-sponsorship of the College Entrance Examination Board and the National Scholarship Service and Fund for Negro Students of a comprehensive survey of programs of compensatory education.

The outgrowth of the survey was not only a book by Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged,* but also a heightened awareness of the dimensions of the problem. The survey showed that, although a large number of communities were attempting to come to grips with the problem of educating those children the traditional school program had failed to reach, most programs were utilizing little that was new in educational theory or technology. As Gordon and Wilkerson wrote, these programs were merely adding and multiplying techniques which had been successful with middle- and upper-class children with the hope of somehow arriving at a formula for success with less privileged children.

In the meantime, nevertheless, information that could be useful in mounting potentially successful educational programs was beginning to be available. There was a growing number of investigators engaged in considering the developmental patterns of culturally different children, in looking into problems of motivation and self-image, and in examining different cognitive styles and dialects to see what light the special characteristics of disadvantaged children might shed on their educational difficulties. It seemed clear that some central facility was needed which could serve as a clearinghouse for the literature and data which were coming from the schools and from the researchers. In the early months of 1964, in an untidy corner of a shared office near Carnegie Hall in New York City, a small but rapidly growing collection of documents and abstracts was begun.

IRCD CHARTS DIRECTION

Formal announcement of the new Information Retrieval Center on the Disadvantaged (IRCD) and its services was made in January 1965 in the first issue of the bi-monthly IRCD Bulletin. In retrospect, the date was somewhat premature for the center's small staff, which was almost overwhelmed by the immediate response for information that greeted the announcement. It was clear that the center and the bulletin were filling an information gap of enormous proportions.

As its audience grew, so did IRCD's resources. Now housed adjacent to the Graduate Center Library of Yeshiva University's Ferkauf Graduate School of Humanities and Social Sciences, the center's collection currently comprises some 5,000 documents and includes program descriptions, information on curriculum techniques and materials, theoretical articles, research proposals, and research reports. An enlarged staff has greatly increased the supply of abstracts of relevant documents in the field.

Research scientists and graduate students are regularly found in the reading room making full use of that large part of the collection which consists of unpublished papers and reports. Teachers, especially, also avail themselves of the opportunity to browse next door in the Graduate Center Library which maintains a collection of curriculum materials designed for inner-city schools and remedial reading programs.

As the size of the collection has increased, it has been necessary to define more clearly its scope in order to effectively serve the audience it seeks to reach. Emphasis has been given to materials related to the effects of disadvantaged environments; the academic, intellectual, and social performance of disadvantaged children and youth; programs and practices which provide learning experiences designed to compensate for the special problems and build on the characteristics of the disadvantaged; and programs and practices related to economic and ethnic discrimination, segregation, desegregation, and integration in education.

Perhaps, however, the greatest impetus to the clearer definition of IRCD's area of concern, as well as to its growth, is its recent change of status. In the fall of 1966, the U.S. Office of Education announced that IRCD would become one of the specialized units in the Educational Research Information Center (ERIC) and serve as the satellite center in education for the urban disadvantaged.

THE NEED TO KNOW

As one of the specialized clearinghouses in the ERIC system, IRCD receives, evaluates, and makes available to researchers, teachers, administrators, and students literature and data from laboratories and experimental centers about socially, economically, or culturally disadvantaged urban children and youth. IRCD selects from all incoming documents those to be added to the national information system. Copies of selected documents, as well as brief resumes or abstracts, are forwarded to central ERIC to be put on microfiche by the ERIC Document Reproduction Service (EDRS) for distribution to locations through the country where the entire collection of documents is available to the public. The U.S. Office of Education publishes the bi-monthly Research in Education, distributed by the Government Printing Office, which announces these materials to the public. The documents are indexed by author, subject, and document number; and microfiche copies of all documents on file in central ERIC are available for purchase through these indexes. In spite of the fact, however, that the attention of the technical staff has been taken up with collecting, indexing, and storing materials so that they could be integrated into the ERIC system, IRCD's relation to the public has remained unchanged.

*New York: College Entrance Examination Board, 1966.

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IRCD retains copies of all documents and abstracts designated for the ERIC system, as well as additional documents deemed peripheral in quality or scope; and search operations are still carred out in response to queries in much the same way they have been during the past two years. In time, nevertheless, the clearinghouse will benefit from the ERIC affiliation by increased efficiency of operation and more opportunity for in-depth treatment of important topics.

Plans for the future include a more active program of information analysis, synthesis, and dissemination. The center has already entered into agreement with individuals, organizations, and institutions in need of the special services which the center is in a unique position to provide. Under an agreement with the Office of Economic Opportunity (OEO), selected materials relating to early childhood education and development have been prepared and sent to OEO-sponsored Head Start and Community Action programs. Bulletin supplements on special topics have been published, and plans have been drawn up to enable the center to function as a special resource to programs providing in-service training for school personnel who will be teaching in and administering schools in disadvantaged neighborhoods. IRCD has also provided the bibliographic background material for several conferences on the disadvantaged and related topics.

Under the sponsorship of ERIC, as in the past, the overall policy of IRCD has been guided by an advisory committee made up of behavioral scientists and educators who are knowledgeable of the center's concerns and committed to its objectives. These persons, as well as the Yeshiva University faculty, are available to the IRCD staff for consultation when questions arise that call on their various areas of expertise. With their help, IRCD hopes to make its contribution to what the U.S. Office of Education has termed a nationwide "information system dedicated to the progress of education through the dissemination of educational research results and research-related materials."

KEY IRCD ACTIVITIES

IRCD announces the status of current information on the urban disadvantaged in a monthly Accessions List which is available from the center on request. Abstracts of selected reports are also available. Visitors are welcome to use IRCD's collection of materials, and the staff of the center will answer requests for specific and general information.

Selected publications and special problems of contemporary interest such as the Moynihan Report, language development in disadvantaged populations, and school desegregation are discussed and related bibliographies are presented in the IRCD Bulletin. The bulletin is distributed free of charge for single copies and at a charge of 25¢ each for single copies of reprints. Additional bibliographies, prepared at the center and made available in xerox form at a cost of 10¢ a page, are announced in the bulletin. Special state-of-the-art or position papers, commissioned and published by IRCD, are also announced in the bulletin.

Seven specific bibliographies, planned as part of a set to cover the entire field of the urban disadvantaged, have been prepared by IRCD for distribution. They are as follows:

1. Preschool Education: Theory and Practice
2. Curriculum: Science and Math*
3. Curriculum: Language Arts (except reading)*
4. Curriculum: Social Studies*
5. Curriculum: The Arts*
6. Curriculum: Reading
7. Educational Parks*

*These bibliographies are annotated.

One copy of each of these bibliographies is supplied by the center free of charge; additional copies are supplied at a cost of 25¢ each (if the bibliography is less than 10 pages long) or higher (if the bibliography is more than 10 pages long).

GROWTH OF INFORMATION

Much material on the urban disadvantaged exists in the form of books and journals and is readily available to interested persons. In addition to processing information from these sources, however, IRCD makes every effort to acquire and make available a growing volume of new material which all too often reaches only a limited audience. These fugitive materials include research proposals, interim and final reports of research proposals and programs of compensatory education, position papers, and papers presented at conferences.

IRCD needs assistance in acquiring significant documents that relate to the educational, social, and psychological problems and development of urban children and youth disadvantaged by low socio-economic status and low socio-economic caste status. Copies of documents and suggestions for addition to the IRCD collection may be sent directly to the center:

ERIC-IRCD
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55 Fifth Avenue
New York, N.Y. 10003

THE IRCD STAFF

IRCD is directed by Edmund W. Gordon. In addition to supervising and administrating the IRCD operation, Dr. Gordon is Professor of Psychology and Education and Chairman of the Department of Educational Psychology and Guidance of Yeshiva University's Ferkauf Graduate School of Humanities and Social Sciences, Assistant Research Professor of Pediatrics at Yeshiva University's Albert Einstein College of Medicine, Chairman of the Executive Committee of Project Beacon, and Director of Research and Evaluation for Project Head Start. He has served as consultant on the education of disadvantaged children for the U.S. Office of Education. His research and publications include neonatal development, mental retardation, and guidance, as well as the developmental and educational problems of the disadvantaged.

Robert W. Butler serves as Associate Director (Operations). He has the overall responsibility for supervising the design and analysis of systems and operations of the center. He studied at St. Charles' College and St. Mary's University and holds an M.S. in Library Science from the Catholic University of America. Before joining IRCD, he was associated with the U.S. Army Biological Laboratories as a cataloging librarian.

Adelaide Jablonsky serves as Associate Director (Subject Content). She completed her undergraduate work at Hunter College and her graduate work for an M.A. and Ed.D. at Columbia University. Dr. Jablonsky is currently serving also as Coordinator of the New York State Education Department Conference on "College and University Programs for Teachers of the Disadvantaged." She formerly served as Assistant Dean and Chairman of the Department of Educational and School Psychology at the Ferkauf Graduate School of Humanities and Social Sciences.

Other members of the IRCD staff include Evelyn Abramson, Administrative Assistant; Effie Bynum, Reference Librarian; Erwin Flaxman, Supervisor of Abstracting and Indexing; Gertrude Goldberg, Research Associate; Frances Green, Research Assistant; Nora Holland, Abstracter; Miles Horner, Editorial Assistant; Joan Lefford, Abstracter; and Victor Zinn, Bibliographer.

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DEBATE WITH MOYNIHAN CONTINUES

The February 1967 issue of Commentary carried an article by Daniel P. Moynihan, "The President & The Negro: The Moment Lost." In that article, the author made reference to the May 1966 IRCD Bulletin. It was suggested that the article and bibliography carried under the title "The Moynihan Report and Its Critics: Which Side Are You On?" tended to distort Dr. Moynihan's views about employment.

The opening paragraph of that article alluded to an old debate which "underlies the disagreement between those who maintain that lower-class youth lack employability and those who stress that they lack employment opportunities." It also noted that this same issue is "the crux of the controversy between educators who emphasize the cultural deprivations of youngsters and those who are more concerned with the inadequacies of the slum school." Obviously, the point we sought to develop is that the document written by Moynihan and Barton, The Negro Family; The Case for National Action,* tended to place its emphasis on problems and weaknesses peculiar to the Negro family with considerably less emphasis given to those problems and conditions in our nation which contribute to the condition and status of such families.

It seems appropriate to clarify a number of interpretations which have been inferred from the article that was published in the bulletin. I would suggest first that the article did not maintain that Moynihan stressed employability rather than employment, but rather that his view of the Negro family as "the fundamental source of weakness of the Negro community at the present time" was not consonant with a structural approach to a social problem. It should be noted, however, that Moynihan's discussion of employment in the report scarcely alluded to the effects of current discrimination on the occupational structure, employment, and earnings of Negroes. Without analyzing these problems, he, nonetheless, concluded that "unless the damage [to the Negro family] is repaired all the efforts to end discrimination and poverty and injustice will come to little." It is hard to understand how he arrived at this conclusion since it is clear that he must recognize such salient economic factors as the fact that Negroes earn less and suffer higher rates of unemployment than whites in the same occupations. Similarly, Negroes often have less employment and income security than whites who have less education. For example, the Negro family whose head has attended, but not completed, college has a lower income than the white family head who has had only eight years of schooling.

Such disparities have led the economist Rashi Fein to stress the significant effects of discriminatory employment practices on Negro poverty:

> I would estimate that perhaps one-third to one-half of the poverty of the Negro today is a function of discrimination today, that is, not the historical discrimination in education, but the fact that Negroes with education are placed in occupations lower than whites with the same education and receive wages lower than whites in those occupations. . .†

Fein is also led to challenge the popular tendency to emphasize that automation, in turn, a more demanding occupational structure, places Negroes at a disadvantage relative to white immigrant groups who attempted to break out of poverty. Fein points out that Negroes have higher educational levels than European immigrant groups, and that were it not for discrimination, they would not be at a disadvantage when compared with them.

Moynihan's analysis seemed to dwell more with the deviations of individuals and families than with the present barriers to opportunities that inhibit individual and community development. Some Negro families are in serious trouble. This is by no measure a majority of these families. In some segments of the Negro community, social disorganization is a serious problem. The structure of some of these families has been weakened or destroyed. For many children and adults, morale is exceedingly low. Irresponsibility with respect to family, to community, and to self is not infrequently encountered. The existence and recognition of these problems, however, are not the subject for debate between liberals and conservatives as Moynihan tends to suggest. The existence of these problems is a matter of fact. Certainly, all of us who disagree with Moynihan's emphasis are not leftists. The issue is not one of whether or not some of these conditions exist but has to do with what action is needed to change these conditions. The Moynihan Report emphasizes changes in the attitude and behavior of the individuals and their families. We feel that emphasis should be placed on changes in the opportunity structure and the destructive elements in the society which have created these conditions.

The criticism has also been made that the selected bibliography, which appeared in the same issue of the IRCD Bulletin as the article on the Moynihan Report on the Negro family, distorted Moynihan's views by omitting a number of his recent articles on employment. It should be noted here that the general policy of IRCD in dealing with several unpublished and roughly concurrent works on the same subject by the same author is to cite his latest or most comprehensive work. When analyzing his report, it did not seem necessary to cite, for example, an article which Moynihan contributed to Daedalus on "Employment, Income and the Negro Family" during the same year. (The entire volume of Daedalus in which that article appeared was cited in the bibliography.) It should be noted, however, that when an author has conducted original and largely unpublished research, a number of his contemporary works may be listed. An example would be the several articles of Hylan Lewis included on that bibliography. In reference to Dr. Moynihan, our bibliography did include his book, Beyond the Melting Pot, co-authored by Nathan Glazer.

An additional comment which seems pertinent to the objections to IRCD's general policy about bibliography citations is that the purpose in discussing the Moynihan Report was to explore the ideas put forth in it and to develop a bibliography relevant to them. It did not seem either appropriate or necessary, therefore, to deal with the continuities in the author's views as expressed in a variety of works.

One serious omission, however, did occur in the selected bibliography. The first volume of a two-volume series in Daedalus on the Negro American was cited without reference to the second. The citation, therefore, should have been:

> Graubard, Stephen R., issue editor. Daedalus 94: 743-1173; Fall 1965 and 95: 1-445; Winter 1966.

We should also like to call the readers' attention to sev-

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*Washington, D.C.: Office of Policy Planning and Research, U.S. Department of Labor, 1965.

†Graubard, Stephen R., issue editor. "Transcript of the American Academy Conference on the Negro American-May 14-15, 1965." Daedalus 95: 292; Winter 1966.

eral articles in the Winter 1966 volume which should have been cited separately on our bibliography:

Edwards, G. Franklin. "Community and Class Realities: The Ordeal of Change." 1-23.

Erikson, Erik H. "The Concept of Identity in Race Relations: Notes and Queries." 145-171.

Rainwater, Lee. "Crucible of Identity: The Negro Lower-Class Family." 172-216.

"Transcript of the American Academy Conference on the Negro American—May 14-15, 1965." 287-441.

For readers interested in reviewing Dr. Moynihan's work, there follows a list of books and articles written by him that we have been able to locate:

The Assault on Poverty. Harper and Row for the Institute for Religious and Social Studies, 1965. (With R.M. MacIver and others.)

Beyond the Melting Pot. M.I.T. Press, 1963. (With Nathan Glazer.)

"Bosses and Reformers: A Profile of the New York Democrats." Commentary, May 1961.

"Breakthrough at Ljubljana." National Jewish Monthly, September 1965.

"Changing Governors—and Policies." Public Administration Review, Autumn 1960.

"Employment, Income and the Ordeal of the Negro Family." Daedalus, Fall 1965.

"Epidemic on the Highways." The Reporter, April 30, 1959.

"A Family Policy for the Nation." America, September 1965.

"The Irish of New York." Commentary, August 1963.

The Negro Family; The Case for National Action. Office of Policy Planning and Research, U.S. Department of Labor, 1965. (With Paul Barton.)

The Negro Challenge to the Business Community. McGraw-Hill, 1964. (With Eli Ginzberg and others.)

"New Roads and Urban Chaos." The Reporter, April 14,1960.

"Morality of Work and Immorality of Opportunity." Vocational Guidance Quarterly, Summer 1964.

"An Opinion About Traffic Accident Statistics." Traffic Digest and Review, October 1965.

Passenger Car Design and Highway Safety. Consumer Reports, 1962. (With James Goddard and others.)

"Patronage in New York State: 1955-1959." American Political Science Review, June 1964. (With James Q. Wilson.)

"Pennsylvania Avenue." Journal of the American Institute of Architects, January 1963.

"Poverty and Progress." American Scholar, Autumn 1964.

Poverty in America. Chandler, 1965. (With Margaret S. Gordon and others.)

"The President & The Negro: The Moment Lost." Commentary, February 1967.

"The Private Government of Crime." The Reporter, July 6, 1961.

"The Professionalization of Reform." The Public Interest, Fall 1965.

"Public Health and Traffic Safety." Journal of Criminal Law, Criminology and Police Science, May-June 1960.

"The Question of the States." Commonweal, 1962.

"Religion Race, and the War on Poverty." Harvard Review, Spring 1964.

"A Second Look at the School Panic." The Reporter, June 11, 1959.

"Three Problems." Catholic Mind, July 1965.

"A Tribute to John F. Kennedy." In: Encyclopaedia Britannica, 1964. (With Pierre Salinger and others.)

"The Washington Conference on the International Labor Organization." Labor History, Fall 1962.

E. W. G.

(continued from page 2)

Special subject specialists to IRCD are Doxey A. Wilkerson, personnel training and curriculum; Sol Gordon, school organization and psychological services; S. Alan Cohen, reading and remediation; Vera P. John, language development and preschool education; Joshua Fishman, bilingualism and language maintenance; Louis Levine, guidance, development in adolescence, and community organization; and Vivian Horner, psycholinguistics and special learning programs.

PROJECT BEACON CONFERENCE PROCEEDINGS AVAILABLE

Proceedings are available for the Project Beacon Conference on "IMPROVING TEACHER EDUCATION FOR DISADVANTAGED YOUTH: What University Professors Can Learn from Classroom Teachers." The conference, held in May 1966, was undertaken with the cooperation of the United Federation of Teachers and of the Board of Education of the City of New York. It was supported by the Division of Teacher Education of the New York State Education Department and assisted by the Center for Urban Education of New York.

Copies of the proceedings of this conference are available from Yeshiva University at a cost of $2.50 each. Checks should be made payable to Yeshiva University.

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RECENT BOOKS ON THE EDUCATION OF THE DISADVANTAGED

Included in the following list of books is Compensatory Education for the Disadvantaged (Gordon and Wilkerson), a publication which was announced in the Summer 1965 IRCD Bulletin. The research for this work was sponsored by the College Entrance Examination Board and the National Scholarship Service and Fund for Negro Students.

Annotations follow the citations of the books already received by the IRCD center.

Beck, John M.; and Richard W. Saxe, eds. Teaching the culturally disadvantaged pupil. Springfield, Ill.: Charles C. Thomas, 1965. 335p.

The articles in the three parts of this book treat both theoretical and empirical problems in teaching culturally disadvantaged children. The four articles in Part I, drawn from research and experience, describe the scope of the problem. Methods and materials for teaching language arts, mathematics, science, social studies, music, and art in the elementary school are offered in the eight articles in Part II. The three articles in Part III discuss teacher training and the roles of the principal and the community.

Bereiter, Carl E.; and Siegfried Engelman. Teaching disadvantaged children in the preschool. Englewood Cliffs, N.J.: Prentice-Hall, 1966. 312p.

The methods, curricula, teaching strategies, and management issues of a preschool program for the disadvantaged are described. This program focuses on specific learning goals to make higher rates of progress possible.

Bloom, Benjamin S.; and others. Compensatory education for cultural deprivation. New York: Holt, Rinehart and Winston, 1965. 179p. ("Based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation," held at the University of Chicago, June 8-12, 1964.)

The papers in this collection summarize the current knowledge about cultural deprivation and its relation to the educational process. "A set of value positions" which outlines realistic possibilities for change within the society is presented. The report is organized by traditional school levels and includes a section on the Negro student. More than half of the book consists of an annotated, categorized bibliography of research and theoretical papers, essays, and action program reports considered methodologically sound and of interest to the specialist.

Booth, Robert E.; and others. Culturally disadvantaged: a keyword-in-context index. Detroit: Wayne State Press, 1966. 800p.

Champaign, Ill. National Council of Teachers of English. Language programs for the disadvantaged: the report of the NCTE task force on teaching English to the disadvantaged. 1965. 327p.

A survey and the evaluations of a study of special English projects and programs for the disadvantaged are reported. Part I deals with the study's organization and operation; Part II discusses the language programs on all school levels, teacher training, and administration; Part III contains four commentaries by experts; Part IV discusses the language background of the disadvantaged; and Part V offers general recommendations. References on the education of the disadvantaged, an annotated list of bulletins and materials, and an index of participating projects and schools are appended.

Clark, Kenneth. Dark ghetto: dilemmas of social power. New York: Harper and Row, 1965. 283p.

From his position as an "'involved observer'," the author, giving data when available, analyses the social dynamics, psychology, pathology, power structure, and educational problems of Negro ghetto life. He also discusses the appropriateness and effectiveness of various strategies for change and examines the relationship of the Negro and the white liberal.

Crosby, Muriel E. An adventure in human relations. Chicago: Follett, 1965. 396p.

Reviewed is a project in which a public school system, a university, and a community agency cooperated in a 3-year experimental program to develop constructive ways to deal with the human relations problems and community changes following school integration. The development of curricula for the community role in human relations education is described, and plans for a language development program for the disadvantaged outlined.

Crow, Lester D.; and others. Educating the culturally disadvantaged child: principles and programs. New York: David McKay, 1966. 347p.

Important factors in educating the disadvantaged child are discussed--knowledge about the sociological and psychological influences on his development, the responsibility of the schools to offer learning experiences to meet his needs, considerations for proper teacher preparation, and the value of parent-school cooperation. Some compensatory education programs in various cities are summarized.

Eddy, Elizabeth M. Walk the white line: a profile in urban education. Garden City, N.Y.: Doubleday (Anchor Series), 1967. 187p.

In a consideration of the relationship of the poor to the urban educational system, the author discusses the social influences of the urban area on the child and his particular situation in the school. Observations made in nine schools in a Northern city are presented to illustrate concretely the problems that educators and students face.

Frost, Joe L.; and Glenn R. Hawkes, eds. The disadvantaged child: issues and innovations. Boston: Houghton Mifflin, 1966. 445p.

The 57 articles in this collection treat such subjects as the characteristics of the disadvantaged, intelligence testing and I.Q., the education of both the preschooler and the older child, teaching communicative and problem-solving skills, teacher training, and the influence of the family and the community on the development of the disadvantaged child. An extensive bibliography is included.

Gordon, Edmund W.; and Doxey A. Wilkerson. Compensatory education for the disadvantaged: programs and practices, pre-school through college. New York: College Entrance Examination Board, 1966. 307p.

This book provides a compendium, analysis, and critical evaluation of compensatory education programs throughout the nation. The disadvantaged population is identified; programs are described; and such subjects discussed as teacher recruitment and training, curriculum innovation, guidance and counseling services, and the role of parents and the community in the programs. A critique of compensatory education examines the problems in evaluating programs, assesses major developments, and offers some promising guidelines. A comprehensive 101-page "Directory of Compensatory Practices" (arranged by states) outlines past and present programs, giving specific location, dates, description, cost per pupil, sponsoring groups, staff, services, and persons to contact.

Gowan, John C.; and George D. Demos, eds. The disadvantaged and potential dropout: compensatory educational programs, a book of readings. Springfield, Ill.: Charles C. Thomas, 1966. 624p.

Forty-one articles discuss such subjects as the scope of the dropout problem; definition and identification; and curriculum, guidance, rehabilitation, and programs for the dropout. A 97-page bibliography is included.

Greene, Mary F.; and Orletta Ryan. The school children: growing up in the slums. New York: Pantheon, 1965. 227p.

Written from the point of view of two teachers, this anecdotal book describes some aspects of the daily school life in a Puerto Rican East Harlem and a Harlem public school. One section illustrates in detail a teacher's typical day. The bulk of the book deals directly with the children and copiously quotes their conversations about school and home life.

Havighurst, Robert J. Education in metropolitan areas. Boston: Allyn and Bacon, 1966. 260p.

The effect of the development of metropolitan areas on education is discussed--the social and racial stratification in the schools, the relevance of urban renewal to school systems, the particular situation of the Negro in the schools, the nature of the big-city teacher, and the relationship of school systems to other social systems.

Hechinger, Fred M., ed. Pre-school education today: new approaches to teaching three-, four-, and five-year olds. Garden City, N.Y.: Doubleday, 1966. 156p.

This collection of essays contains the following papers: Fred M. Hechinger, "Passport to equality"; Martin Deutsch, "Early social environment: its influence on school adaptation" and "Facilitating development in the pre-school child: social and psychological perspectives"; J. McVicker Hunt, "The psychological basis for using pre-school enrichment as an antidote for cultural deprivation"; Shirley Feldmann, "A pre-school enrichment program for disadvantaged children"; Carl Bereiter and others, "An academically oriented pre-school for culturally deprived children"; and Margaret Lipchik, "A Saturday school for mothers and pre-schoolers." Included is a bibliography of books and articles on preschool programs and socially disadvantaged children, compiled by the Information Retrieval Center on the Disadvantaged.

Hentoff, Nat. Our children are dying. New York: Viking, 1966. 141p.

Based on personal observation, this portrait of the principal, Dr. Elliott Shapiro, teachers, and pupils of P.S. 119 in Harlem describes the staff's methods and attitudes which have helped the children to a better education and have involved their parents in the fight for it.

Hickerson, N. Education for alienation. Englewood Cliffs, N.J.: Prentice-Hall, 1966. 98p.

Hunnicutt, C.W., ed. Urban education and cultural deprivation. Syracuse: University Division of Summer Sessions, Syracuse University, 1964. 132p.

The eight papers in this collection reflect an interdisciplinary approach to the problems of urban education and

cultural deprivation. They treat the financial aspects of change, the home and the neighborhood as they affect education, the characteristics of the disadvantaged student, and the nature of the urban school.

Janowitz, Gayle. Helping hands: volunteer work in education. Chicago: University of Chicago Press, 1965. 133p.

Stressing the need for volunteers to supplement tutorial programs for disadvantaged children, this book records the available information about the beginning of a 3-year demonstration and evaluation program, begun in 1964, to gain understanding of the children's problems in school achievement and of the role of the volunteer in educating them.

Kendall, Robert. White teacher in a black school. New York: Devin-Adair, 1964.

Kerber, A.; and B. Bommarito, eds. The schools and the urban crisis: a book of readings. New York: Holt, Rinehart and Winston, 1965.

Klopf, Gordon J.; and Garda W. Bowman. Teacher education in a social context: a study of the preparation of school personnel for working with disadvantaged children and youth. New York: Mental Health Materials Center, 1966. 352p. (Based on the findings of Project Aware and published for the Bank Street College of Education.)

This book contains the results of a study of programs designed to improve the knowledge, skill, and attitudes of school personnel working with disadvantaged youth. Profiles of the five OEO programs and 14 NDEA institutes used in the study are given, with four case studies specifically illustrating the process of preparing the teachers. Discussions of how these programs have been perceived by deans of schools of education, school superintendents, and program directors and participants are also included.

Kvaraceus, William C.; and others. Negro self-concept: implications for school and citizenship. New York: McGraw-Hill, 1965. 191p. (Report of a conference sponsored by the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University, Medford, Mass.)

Presented are papers used as points of departure for an assessment of the current knowledge about the relationship of education to Negro self-concept. Papers are: Jean D. Grambs, "The self-concept: basis for reeducation of Negro youth"; Bradbury Seasholes, "Political socialization of Negroes: image development of self and polity"; and William C. Kvaraceus, "Negro youth and social adaptation: the role of the school as an agent of change."

Lanning, Frank W.; and Wesley A. Many. Basic education for the disadvantaged adult: theory and practice. Boston: Houghton Mifflin, 1966. 411p.

Loretan, Joseph O.; and Shelley Umans. Teaching the disadvantaged: new curriculum approaches. New York: Teachers College Press, 1966. 252p.

New curriculum guidelines and methods designed to develop the intellectual capacities of the disadvantaged child are outlined. These "action-oriented" programs for teaching language skills, social science, and science attempt to offer concrete experience and to have environmental relevance for the child.

Miller, Harry L.; and Marjorie B. Smiley. Education and the metropolis. New York: The Free Press, 1967.

Miller, Harry L.; and Marjorie B. Smiley. Policy issues in the inner-city school. New York: The Free Press, 1967 (in press).

Moore, G. Alexander, Jr. Realities of the urban classroom: observations in elementary schools. Garden City, N.Y.: Doubleday (Anchor Series), 1967.

Passow, A. Harry, ed. Education in depressed areas. New York: Bureau of Publications, Teachers College, 1963. 371p. (Based on papers presented at a 2-week Work Conference on Curriculum and Teaching in Depressed Urban Areas, held at Teachers College, Columbia University, July 1962.)

The papers in this collection explore the dimensions of education in depressed areas (psychological and sociological influences and the role of the urban teacher) and develop guidelines for program planners. Contributors are: David P. and Pearl Ausubel, Kenneth B. Clark, Richard A. Cloward, Martin Deutsch, John H. Fischer, Miriam L. Goldberg, Vernon F. Haubrich, Robert J. Havighurst, James A. Jones, Leonard Kornberg, Carl L. Marburger, A. Harry Passow, Mel Ravitz, Henry Saltzman, Sloan R. Wayland, and Alan B. Wilson. An extensive bibliography of books and selected school reports and bulletins is included.

Pederson, Douglas O. The disadvantaged student: a conflict of culture in the school. Penington, N.J.: Education Consultants Collaborative, 1966.

Riessman, Frank. Helping the disadvantaged pupil to learn more easily. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Schreiber, Daniel, ed. Guidance and the school dropout. Washington, D.C.: National Education Association, 1964. 278p. (Based on papers delivered at an invitational symposium held at West Point, N.Y., May 1963, through the joint effort of the National Education Association Project on School Dropouts and the American Personnel and Guidance Association.)

The papers in this collection consider generally the problems of the dropout and discuss guidance services and counselor education. Contributors are: Daniel Schreiber, Elizabeth M. Drews, Nadine Lambert, Donald E. Super, Herbert Bienstock, Dean L. Hummel, Bruce E. Shear, Daniel Fullmer, Harold J. Reed, Dugald S. Arbuckle, Edmund W. Gordon, and Robert O. Stripling.

Schreiber, Daniel, ed. The school dropout. Washington, D.C.: National Education Association, 1964. 214p. ("The papers comprising this volume were originally submitted for discussion at a symposium convoked by the National Education Association's Project on School Dropouts," held in Washington, D.C., December 2-4, 1962.)

Reflecting a multi-discipline approach, the papers in this collection discuss the societal factors affecting the school dropout and their implications for school programs. Contributors are: Daniel Schreiber, Ralph W. Tyler, S.M. Miller, Edgar Z. Friedenberg, Paul Goodman, John H. Rohrer, Herman H. Long, Martin Deutsch, Clarence Senior, John H. Niemayer, George B. Brain, William H. Bristow, Warren G. Findley, Morris Haimowitz, C. Gilbert Wrenn, and Martin Mayer.

Strom, Robert D., ed. The inner-city classroom: teacher behaviors. Columbus, O.: Charles E. Merrill, 1966. 204p.

Teacher behaviors necessary for instructional success in low income schools are discussed in nine articles. Contributors are: John H. Niemeyer, Robert D. Strom, Robert J. Havighurst, E. Paul Torrance, Paul H. Bowman, A. Harry Passow, G. Orville Johnson, Paul R. Hunt, Elvin I. Rasof, and Gene C. Fusco. A 9-page bibliography is included.

Strom, Robert D. Teaching in the slum school. Columbus, O.: Charles E. Merrill, 1965. 126p.

In an attempt to determine successful methods for teaching the disadvantaged, the author discusses their learning styles, the characteristics of low income life, the role of the school in the community, teacher preparation and recruitment, and the importance of supportive school personnel.

Sullivan, Neil V.; Thomas L. Maynard; and Carol L. Yellin. Bound for freedom: an educator's adventures in Prince Edward County, Virginia. Boston: Little, Brown, 1965. 221p.

In reminiscence of the experience of developing and operating the Free Schools of Prince Edward County, Virginia, following the 4-year closure of the public schools, the author describes the opposition encountered; the difficulties of staffing and readying the schools on very short notice; the training of teachers in the use of new methods and equipment; and the day-to-day problems of feeding, transporting, and clothing an impoverished population.

Taba, Hilda; and Deborah Elkins. Teaching strategies for the culturally disadvantaged. New York: Rand McNally, 1966.

U.S. Office of Education, Washington, D.C. Programs for the educationally disadvantaged: a report of a conference on teaching children and youth who are educationally disadvantaged, May 21-23, 1962. 1963. 108p.

Eleven papers describe some state and city programs which seem to have been successful in helping the educationally disadvantaged to realize their potential. To pinpoint possible factors which hinder achievement, some of the characteristics of these students and their communities and homes are identified.

Usdan, Michael; and Frederick Bertolaet, eds. Teachers for the disadvantaged. Chicago: Follett, 1966. 255p.

Presented are the individual papers and reports of three Task Forces which developed a school-university program for training teachers of the disadvantaged. Task Force One identified satisfactory teacher behavior; Task Force Two developed curricula and related experiences to elicit it; and Task Force Three established criteria to measure the success of the program.

Webster, Staten W., ed. The disadvantaged learner: knowing, understanding, educating. San Francisco: Chandler, 1966. 644p.

The 73 articles in this 3-part discussion provide a background for understanding and dealing with the educational problems of the disadvantaged. The general and specific considerations in Part I present a frame of reference for the subsequent parts. Specific educational problems--biological, social-psychological, and intellectual--are discussed in Part II; and school-comunity relations, administrative and instructional problems, and specific teaching innovations treated in Part III.

Weinberg, Meyer, ed. Learning together: a book on integrated education. Chicago: Integrated Education Associates, 1964. 228p.

The articles in this book reflect the individual opinions on integrated education of the 50 contributors from the fields of education, psychology, industry, civil rights, politics, and the clergy. Divided into eight main topic areas, discussions treat the historical aspects of school segregation, its effect on children, the status of integration in several cities, new approaches for teacher training and curriculum, legal aspects, strategy and tactics, schools and work, and the role of the churches. A bibliography of 275 references is included.

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